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ABSTRACT

Alaska Teacher-Coordinators in the Rural Student Vocational Program (RSVP) should be familiar with activities necessary to insure proper selection of students and proper and meaningful work placement. In RSVP, students from outlying high schools travel to Anchorage, Fairbanks, or Juneau to participate in 2 weeks of work experience with cooperating agencies and businesses. Students receive no salary/stipend, but round-trip transportation, and room and board are furnished. Students' work is related to vocational courses offered in rural schools served by RSVP. Teacher-Coordinators' critical responsibilities are to learn RSVP rules and procedures; disseminate program information and evaluation forms to administrators, teachers, and parents; coordinate student selection and preparation; make sure all paperwork is completed and mailed; insure that students have proper clothes and papers before they leave; distribute student evaluations and participation certificates; and make school staff aware of students' RSVP experience. Participants should be juniors or seniors, 16 years old; enrolled in (or have completed) a course in their selected work area; interested in RSVP participation; positively motivated toward eventual full-time employment; and mature enough to adjust to an adult work atmosphere. Work experiences, student tasks, and skills needed are listed for horticulture, child care, fabrics, foods, building maintenance, drafting, mechanics, print shop, welding, accounting, and general office occupations. (MH)

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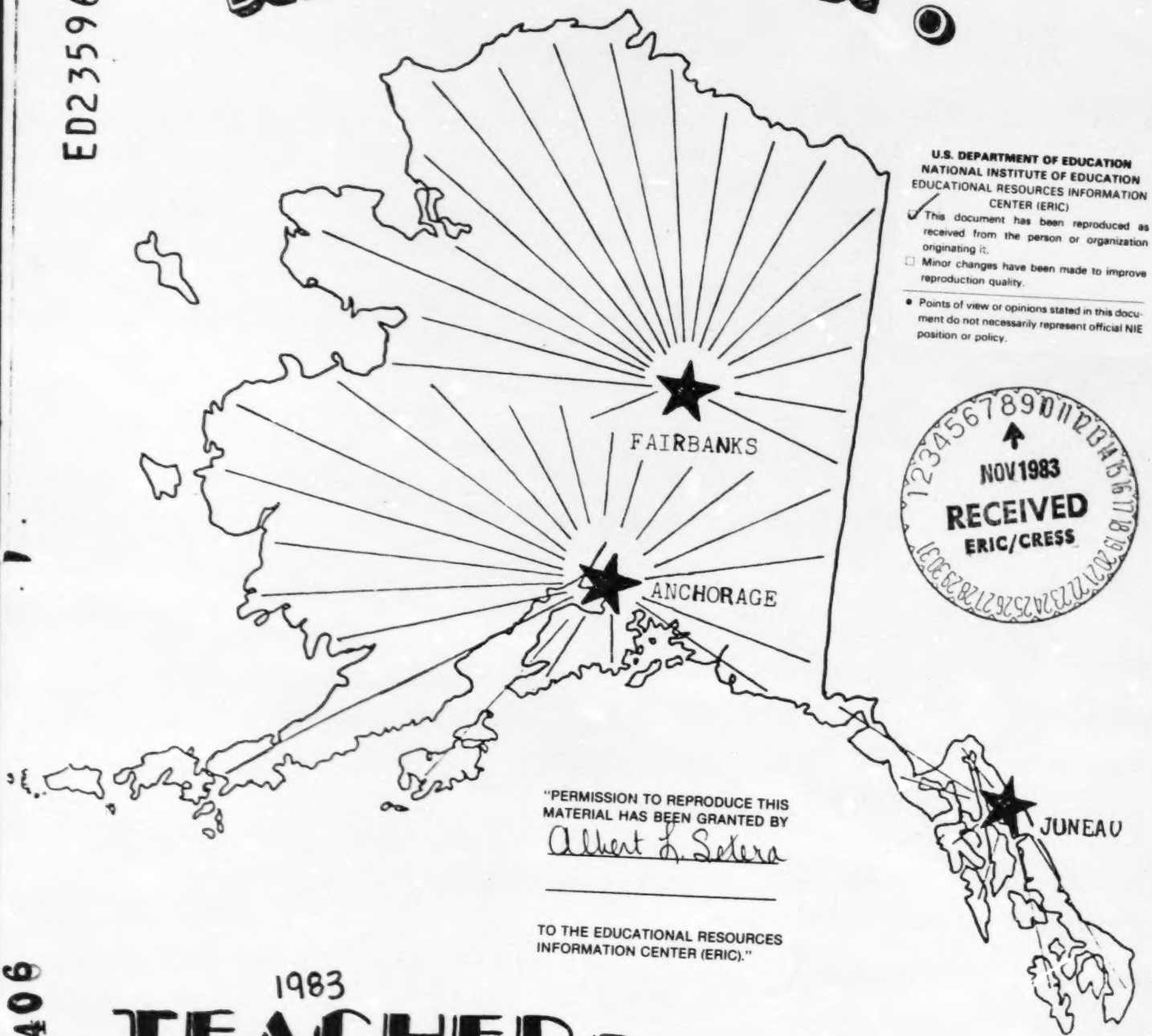

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TEACHER-COORDINATOR HANDBOOK

RC014406

INTRODUCTION

This booklet has been prepared to familiarize the teacher-coordinator with the RSVP program to assist with the activities necessary to insure proper selection of students and, ultimate, proper and meaningful work placement.

PROGRAM DESCRIPTION

Students from the outling schools travel to Anchorage, Fairbanks or Juneau to participate in two weeks of work experience within cooperating agencies and businesses.

Students are placed in work stations related to vocational courses being offered in the rural high schools served by the program, i.e. Agriculture, Home Economics, Office Occupations etc.

The students receive no salary or stipend, but round trip transportation, room and board are furnished.

While participating in the program, students will stay in RSVP or parent arranged homes. All families are paid a stipend to offset student room and board as well as in town transportation expenses to and from work.

TEACHER-COORDINATOR RESPONSIBILITIES

The job of the Teacher-Coordinator is very critical to the RSVP program. Without someone in the school assuming the responsibility of coordinating the selection, preparation and follow-up of the student, etc., the full benefits of the program would not be realized by the school or the students.

Listed below are some of the critical responsibilities of the Teacher Coordinator:

1. Acqaint himself/herself with the program procedures, rules, paperwork, etc.

2. Schedule meetings with administrators, teachers, parents and students when/if the Program Coordinator visits the school.

3. Receive and disseminate information to administrators, teachers and parents concerning the dates of school participation, number of students allowed, and areas of participation available to the students.

4. Coordinate student selection and preparation.

5. Collect and mail the proper paperwork (COMPLETE WITH ALL NECESSARY SIGNATURES AND INFORMATION) to the Program Coordinator at least three weeks prior to the school's scheduled participation dates.

6. Prepare or oversee the preparation of the selected students by:
   A. Assisting them in filling out necessary paperwork and stressing the importance of accuracy.
   B. Informing the students of their housing and work station responsibilities. (Go over Student Responsibilities and-Student Guidelines with them).
   C. Impressing on the students that their actions directly reflect on the reputation of their school and possibly on the school's future participation.

7. Insure that students have the proper paperwork, clothes, etc., before they leave for Anchorage.

8. Check with the students after they return to make sure they haven't forgotten to send or turn in their final paperwork to the RSVP Coordinator.

9. Disseminate Student Evaluations and Participation Certificates when forwarded to the school.

10. Make sure the other staff is aware of the student's RSVP experience and that interested persons are able to review the student's evaluation.

11. Distribute the end-of-the-year program evaluation forms to administrators, teachers and parents.

STUDENT SELECTION AND SELECTION PRIORITIES

Please keep in mind that the Rural Student Vocational Program is meant to be an extended experience to your local school's vocational program. Simply stated, the program is not meant to serve every rural student in Alaska.

While there may be an occational exception, participants should generally be enrolled in, or have completed, a bonafide vocational course(s) in their chosen work area.

When selecting students, keep in mind that the work stations and boarding homes prefer positive experiences every bit as much as students do. While most students do enjoy a positive RSVP experience, those that don't invariably fit into one or more of the following groups:

1. Problem students - Those who bend the rules, i.e. drinking and use of drugs, shoplifting, curfew breaking, staying out overnight. etc. Often times, these students come to town with the impression that RSVP can be made into a period of uncontrolled freedom. Not so! Many of these students are sent home early, or spend the entire two weeks being bitter and frustrated.
2. Poorly motived students with no clearly stated career goals. These students appear to the work supervisors and house parents as not being interested in their work. They are very passive. Supervisors are all full-time employees and do not have the time to provide motivational training.
3. Students without proper and sufficient vocational skills. An example would be a welding participant who has not had a welding course. The purpose of RSVP is to provide work experience, not basic coursework, training or career exploration. (Exceptions include RSVP workshops in non-traditional vocational areas).

NOTE: It is strongly suggested that students complete a unit of study in career awareness and job seeking skills prior to RSVP participation.

SELECTION PRIORITIES

The following guidelines are to be used in establishing priorities for participation. This guideline should be used only for those students who do not fit into one or more of the three categories on page 1. The highest priority should be given to #1 on the list below.

1. 12th grade - NO previous RSVP - NOT presently in local Co-op program.
2. 11th grade - NO previous RSVP - NOT presently in local Co-op program.
3. 12th grade - Previous RSVP - NOT presently in local Co-op program.
4. 11th grade - Previous RSVP - NOT presently in local Co-op program.
5. 12th grade - NO previous RSVP - presently in local Co-op program.
6. 12th grade - Previous RSVP - presently in local Co-op program.
7. 11th grade - NO previous RSVP - presently in local Co-op program.
8. 11th grade - Previous RSVP - presently in local Co-op program.

CHARACTERESTICS OF RSVP PARTICIPANTS

1. Students should be juniors or seniors and must be 16 years of age.

2. Students should presently be enrolled in or have recently completed a related course(s) in the selected work area.

3. Students should be genuinely interested in participating in the Rural Student Vocational Program for the purpose of gaining work experience in chosen career areas.

4. Students should possess career decision-making skills.

5. Students should be motivated toward productive full-time employment at the completion of their educational preparation. (Includes post-secondary).

6. Students should be mature enough to adjust to an adult atmosphere and should possess the attributes of honesty, loyalty, and dependability in dealing with their work stations and housing families.

7. Students should have aptitudes and abilities which would provide a reasonable potential for success in the area chosen.

9. Students should be scholastically able to handle any extra make-up work caused by participation in RSVP.

10. Students should be of good health and physically able to participate in their chosen area of work experience.

PROCEDURES FOR STUDENT PREPARATION

1. Go over "STUDENT CHECK LIST" with students to familiarize them with it's use and content.

2. Help the students fill out the "STUDENT INFORMATION SHEET". Make sure all information is filled out correctly, including student signatures.

3. Assure the PERMISSION/RELEASE section of the form is signed by parents/guardians and students. ALL information and signatures MUST BE completed.

4. Assist students in filling out the WORK STATION PLACEMENT INFORMATION sheet and RESUME. (Insure that the students complete the paragraph at the bottom of the Work Station Placement Information page).
   NOTE: Work Area Descriptions will be found in the RSVP Work Area Information section of this handbook.

5. Check that a letter of Recommendation is completed for each applicant. (2 letters are required for applicants with special requests.)

6. ALL Health, Foods and Child Care students MUST obtain a verification of RECENT NEGATIVE TINE TEST (or CHEST X-RAY) and RUEBELLA INNOCULATION.

7. The following must be in the Regional Coordinator's office three weeks before the session begins. (Student Information Forms)
   A. STUDENT INFORMATION SHEET - COMPLETED
   B. PERMISSION/RELEASE - COMPLETED
   C. WORK STATION PLACEMENT INFORMATION - COMPLETED
   D. RESUME - COMPLETED
   E. LETTER(S) OF RECOMMENDATION
   F. PROOF OF NEGATIVE TINE TEST AND RUEBELLA INNOCULATION (Health, Foods & Child Care Students)

8. Students should take the "CLASS RELEASE FORM" to their teacher(s) for their approval, signature(s) and assignments. If any teacher(s) feel the student should not participate due to grades, attendance or behavior, this student SHOULD NOT BE ALLOWED TO PARTICIPATE IN RSVP. This form does not have to be returned to the Program Coordinator.

9. Review thoroughly with students the STUDENT RESPONSIBILITIES AND GUIDELINES, emphasizing their responsibilities and consequences of their actions.

10. Emphasize to students the importance of dressing according to the nature of the work they will be doing (Requirements are included in the WORK AREA INFORMATION section of this handbook).

11. The Village Health Aide or the Teacher-Coordinator should insure that students will not be sent in with health conditions that would interfere with their work, living, or housing situations. i.e. communicable disease, colds, lost or broken glasses, dental problems etc.

12. Personal business, i.e. doctor, dentist or hairdresser appointments MUST NOT be scheduled during RSVP working hours. Arrangements may be made for the student to stay AFTER the two week period at their own expense and only if they have a friend or relative to stay with and the regional coordinator has WRITTEN PERMISSION from the parents and the school. RSVP will NOT be responsible for the student after RSVP participation when such arrangements are made.

13. Caution the students against bringing large amounts of cash. Advise them that the program is not responsible for loss or theft of personal property or money that they bring in while participating.

STUDENTS WILL BE MET AT THE AIRPORT BY THE HOUSING COORDINATOR AND THE HOUSING PARENTS.

AFTER THEY RETURN

1. STUDENT EVALUATION REPORT OF PROGRAM/DAILY REPORT form should have been mailed to the regional coordinator or given to the housing coordinator before the student left for home. If, however, this was not done, please have the students mail this form immediately.

2. The following forms and information will be forwarded to the teacher-coordinator as soon as possible after the student(s) returns.
   A. CERTIFICATE OF PARTICIPATION (may be used at awards or graduation ceremony).
   *B. PUBLIC RELATION INFORMATION SHEET (may be used to promote the RSVP Program in the school).
   C. Copy of STUDENT DAILY REPORTS (can be used by the teachers to evaluate the student's experience).
   D. STUDENT EVALUATION (should be reviewed with the student and then placed in their permanent file for future use in seeking employment).

3. It is highly recommended that the students send their housing parent and work station supervisor a note of thanks after returning to school.

4. Teacher-Coordinator, Vocational Teacher, Administrator, and Parent program evaluation forms will be mailed for distribution and completion near the end of the school year. This information is needed for evaluation and program improvement.

*Not used in all regions.

AGRICULTURE RELATED OCCUPATIONS

HORTICULTURE

Possible Student Tasks

The student will work in and perform general greenhouse work ie. water ing, weeding, transplanting,etc.

A lot of time is spent standing up doing repititious activities.

Skills Needed

Student must be enrolled in or have completed a course in horticulture.

Student should be interested in learning the workings of a large scale commercial greenhouse operation.

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HOME ECONOMICS OCCUPATIONS

CHILD CARE

Possible Student Tasks

The student will work in a day care center with preschool children, under the supervision of an adult worker.

Duties may encompass all areas of operation of a child care center.

Student may assist in:
- Playground activities
- Inside games
- Maintaining discipline
- Safety & welfare of children

May be involved in working with younger children, including such tasks as feeding and diaper changing.

Skills Needed

MUST HAVE PROOF OF CURRENT NEGATIVE TINE TEST AND RUEBELLA INNOCULATION.

Student MUST be enrolled in or have completed a Home Economics course that included a section on child development.

Student should be identified by counselor or teacher as having the capability of, and interest in, working with small children.

Student must be able to work with large numbers of children in situat ions which may result in consideragle noise as the day care center may care for up to 200 or more children per day and may employ in excess of 30 people.

Student should posess a tender loving care ability in dealing with children and have a STRONG INTEREST in child care and development beyond that of a personal interest.

HOME ECONOMICS OCCUPATIONS

FABRICS

Possible Student Tasks

May assist customers in purchasing of patterns and fabrics.

May be involved in inventory and ordering of supplies.
Will assist store personnel in general store maintainance (i.e. cleaning, etc....)

May assist store personnel in stocking and display of fabrics and related merchandise.

Skills Needed

Student must be currently enrolled in or have completed a Home Economics textiles or clothing construction course.

Must have a basic knowledge of fabrics and clothing construction and ability and desire to work with the public.

Well dressed (NO BLUE JEANS).

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HOME ECONOMICS RELATED OCCUPATIONS

FOODS

Possible Student Tasks

Students will work with various food service personnel in a large volume food service operation in respect to preplanning, preparation, serving and sanitation.

Tasks may include, but not be limited to:
- -Baking of breads, confections and other dessert items.
- -Preparation of salads, desserts, sandwich toppings.
- -Fry cooking of various meats and vegetables.
- -Preparation of various entre's.
- -Cleanup, including washing of dishes, pots, pans, utinsels etc.
- -Serving of food to patrons.

NOTE: PLACEMENT IN PRIVATE RESTAURANTS AND FAST FOOD OPERATIONS IS NOT AVAILABLE TO RSVP STUDENTS.

Skills Needed

MUST HAVE PROOF OF CURRENTR NEGATIVE TINE TEST AND RUEBELLA INNOCULATION.

Student must be enrolled in or have completed a course which included food preparation.

Student should be identified as having an interest in a food service career field.

Student must be neat, clean and well groomed. Light colored clothes are preferable.

INDUSTRIAL OCCUPATIONS

BUILDING MAINTENANCE

Possible Student Tasks

The student will work with various craftsmen doing general building maintenance.

Very little, if any, new building is done.

Most of the work done is maintenance and upkeep of existing buildings.

Student will usually travel and work with a small crew.

The student may choose one of the following areas:
GENERAL BUILDING MAINTENANCE
PAINTING
PLUMBING AND HEATING
REFRIGERATION AND AIR CONDITIONING

Skills Needed

The student must be involved in or have completed a related shop course that included/s a basic knowledge of hand tools and their safe use and operating procedures.

High interest in learning about Building Maintenance as a trade.

Student should bring in appropriate work clothes or coveralls and safety or leather shoes/boots are recommended.

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INDUSTRIAL OCCUPATIONS

DRAFTING

Possible Student Tasks

Student will work with a draftsman performing such duties as the student's abilities permit.

May be some observation time due to the technical nature of a project being done.

Skills Needed

Student must be presently enrolled in or have recently completed a course in drafting and have a basic knowledge of measuring and use of instruments.

Inking experience would be very helpful.

Student sould be interested in learning the duties and responsibilities of a draftsman.

INDUSTRIAL OCCUPATIONS

MECHANICS

Possible Student Tasks

GENERAL VEHICLE MAINTENANCE- Student will work with a mechanic performing general light vehicle maintenance such as tuneups, oil changes, tires, electrical, etc...

EQUIPMENT MAINTENANCE- Student will work with a mechanic performing general maintenance on heavy equipment and trucks.

AIRFRAME & POWER PLANT- Student may assist an A&P mechanic with such duties as rebuilding, refabricing, stripping and repainting airplanes. Minor mechanical maintenance and rebuilding.

NOTE: The amount of work a student is allowed to do will depend on the amount of learning and experience the student has and the technicality of the job. There may also be some slow times due to shop work load.

Skills Needed

Student must be involved in or have recently completed a course in mechanics/small engines which extensively covers safety procedures.

Have knowledge of tools and general knowledge of internal combustion engines and electrical systems.

Student should bring in appropriate work clothes or coveralls and safety or leather shoes are recommended.

Student should be interested in some field of mechanics as a career choice.

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INDUSTRIAL OCCUPATIONS

PRINT SHOP

Possible Student Tasks

Student may do offset press work depending on training and background.

Student may do stapling, collating printed materials and other duties associated with a print shop.

SKILLS NEEDED

Student must have recently completed or be taking a course involved in the use and knowledge of duplicating machines, including offset printing.

Student should have a high interest in woking in a print shop as a possible career choice.

INDUSTRIAL OCCUPATIONS

WELDING

Possible Student Tasks

The student will work in a shop doing such duties as assigned by the supervisor within the student's capabilities.

Typical activities might include the use of:
OXY/ACETYLENE WELDING
ELECTRIC ARC WELDING
MIG & TIG WELDING
WIRE FEED WELDING

Skills Needed

The student MUST be involved in or have completed a course in welding which extensively covers welding safety.

Student must have knowledge of and use of acetylene and/or arc welding (preferably both).

Student should bring appropriate work clothes or coveralls. Long sleeves must be worn to protect from burns.

Student MUST bring leather shoes to wear at work. Steel toed safety shoes/boots are recommended.

Student should have good eye-hand coordination and be quick to learn established safety procedures.

Student sdhould have a high interest in learning about welding as a possible career choice.

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OFFICE OCCUPATIONS

ACCOUNTING

Possible Student Tasks

Tasks may include but not be limited to the following:
- Reconcile accounts payable.
- General typing, filing and calculations.
- Assist bookkeeping and accounting personnel as needed.

NOTE: Placement in CPA firms is not available.

Skills Needed

Student must be enrolled in or have recently completed a course in accounting.

Minimum typing ability 20 WPM.

Filing skills helpful.

Dress neat and clean (NO BLUE JEANS).

Student should have a high interest in accounting as a possible career choice.

OFFICE OCCUPATIONS
Level 1

GENERAL OFFICE

Possible Student Tasks

Heavy typing (may include word processing).

Some telephone answering and/or receptionist duties.

May have to meet and work with the public.

Some filing and duplicating.

Skills Needed

FINAL COPY typing ability.

Minimum typing speed 40 WPM.

Good spelling, communications and human relations skills:
- -ability to meet and work with the public
- -ability to handle busy phone communication

Well dressed (NO BLUE JEANS).

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OFFICE OCCUPATIONS
Level 2

GENERAL OFFICE

Possible Student Tasks

Limited typing, phone answering, public contact.

Duplicating and filing.

Skills Needed

Typing speed 25 WPM.

Need some communications skills:
- -able to make limited placement of phone calls & public contact

Filing skills helpful.

Well dresses (NO BLUE JEANS).

GENERAL OFFICE

Possible Student Tasks

Little typing.

Mostly interoffice work which includes heavy filing and duplicating.

SKILLS NEEDED

Minimum typing ability.

Filing skills helpful.

Should dress neat and clean, prefer no blue jeans.